

# World AIDS Day (WAD) 2015: Lesson Plan

## The importance of HIV today

### Teachers' notes

This lesson requires a basic understanding of HIV and some of the myths which are associated with the condition. If you need more information on HIV to feel prepared for the lesson you can refer to our [schools' pack](#), find the facts on [HIV Aware](#) or look at the WAD 2015 assembly slides.

This lesson can be used as a follow up to the NAT World AIDS Day (WAD) 2015 Assembly. The key point of the lesson is to communicate that despite the existence of HIV treatment and many improvements for people living with HIV over the past 30 years, there are still significant issues relating to HIV in the UK today.

To explore this, the lesson is designed to be a problem solving exercise in the form of case studies.

#### Intended outcomes:

- To consolidate and build upon pupils' understanding of HIV facts and HIV myths;
- For pupils to gain insight into some of the issues relating to HIV in the UK today;
- For pupils to use their knowledge of HIV constructively to make recommendations and suggest solutions.

#### What age?

This lesson plan is appropriate for Key Stage 4 pupils (aged 14-16).

#### What you will need

- WAD 2015 lesson plan - Teachers' notes and case study notes
- WAD 2015 lesson plan – Case studies
- WAD 2015 lesson plan – worksheets

#### Timings

This lesson plan is designed for a 60 minute lesson. If your school operates by a 100 minute lesson structure you may wish to consider combining the assembly presentation and the lesson into one. If you have a shorter time allocation (20-30 minutes) you may wish to consider splitting the activities across two sessions. The first session could be dedicated to the brainstorm and include our [HIV quiz](#), the second could focus on the activity.

## Part 1: Brainstorming session (15 mins)

The aim of this section is to provide an opportunity for pupils to reflect and discuss what they learnt in the WAD 2015 assembly. As prompters for discussion you might want to ask them:

- If they remember any key facts
  - What HIV is – and whether they know the difference between HIV and AIDS
  - What WAD is and why it's important
  - Who HIV affects
  - How HIV is passed on
  - What life is like with HIV
  - If there are any myths about HIV they remember
- If there was anything that surprised them
- What they felt the most important parts of the assembly were
- Anything they remember from the timeline
- How they feel about WAD
- If there is anything they can do

Give pupils 5 minutes to think of initial ideas and then spend the remaining 10 minutes collecting their feedback and generating the brainstorm. Pupils should also write down the brainstorm on their worksheet.

## **Part 2: Understanding issues relating to HIV in the UK today – case study exercise (30 mins)**

Whilst leaving the brainstorm your class have come up with on the whiteboard/smartboard, pupils will now take part in a case study exercise. The case studies give some examples of issues linked to HIV in the UK today (access to information for young people, asylum, stigma and discrimination). They are each composite case studies – meaning that they are not based on one person's direct experience, rather created by NAT based on the issues we come across on a daily basis.

You could either split the whole class into three groups or have smaller groups (or pairs) working across the three case studies.

Together, the groups will read through their case studies and think about:

- Whether they contain any facts or myths about HIV
- Whether there is anything that stands out or they find surprising
- What the issues are for the person in the case study and how these issues might make the person in the case study feel
- What the effects are that these problems will have on the people in the case study, both now and in the future
- If anything can be done to resolve these issues, and who could help solve them

There are teacher's notes on the case studies downloadable from the Schools' Pack on the NAT website.

**Task:** After making notes on the above considerations, pupils need to write down three things they would say to their case study, or pieces of advice they would give – based on what they now know about HIV.

### **Part 3: Feeding back (15 mins)**

Once they have had enough time, pupils can present their pieces of advice to the rest of the class. Either you or they might want to read out the case study in full, so that the class benefits from hearing about each of the different case studies. One or two representatives from each group will present back on what the group thought and the things they would say / advice they would give.

**Remember: Some of the case studies contain issues that need to be talked about in a sensitive way. There may be pupils in your class living with HIV through mother-to-child transmission, or who have a relative living with HIV, some may identify as LGBT, some may have migrated to or sought asylum in the UK and some may have faced stigma and discrimination.**

**Task:** An important part of World AIDS Day is raising awareness of HIV. The final task for pupils is to use their knowledge to talk to three people outside of the classroom/school about HIV and help counter the myths that surround the condition.

### **Extra: HIV Quiz**

If you have extra time, why not get pupils to complete our [HIV quiz](#).

**Thank you for choosing to use NAT's lesson plan – we would appreciate any feedback you are able to provide via our online survey or by emailing [info@nat.org.uk](mailto:info@nat.org.uk).**